

Teacher notes: grammar

Use evidence from the task to choose the next learning step.

Choose one: **review now** (meaning/pattern unclear), **practise again** (partly secure), or **move on** (clear evidence, then check transfer later). These are teaching decisions, not scores.

1. Build a question

Model response: Where does Lea work? What time does she start?

Look for: Does comes before the subject; work and start stay in the base form.

Next step: If a learner writes does she starts, contrast the statement She starts at nine with the question What time does she start? Then try a different verb.

2. Repair a past question

Model response: Did you go to the library yesterday? Did marks the past, so the next verb is the base form go.

Look for: Both the corrected verb and an explanation of the did + base-verb pattern.

Next step: If the correction is right but the explanation is unclear, ask the learner to make a new question using see. Accept a brief explanation in another shared language.

3. Choose the subject

Model response: We missed the bus. We refers to Maya and the speaker.

Look for: We as the subject, rather than object-form us or a pronoun that excludes the speaker.

Next step: If the learner chooses they, compare Maya and I with Maya and Leo before trying another example.

Accept other correct responses. One ticket samples one task; it does not establish a learner's overall proficiency. Allow an accessible response format when writing itself is not the objective.

Teacher notes: reading

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4. Find the changed detail

Model response: The room has changed to Room 6. The workshop still starts at 10:00.

Look for: Room 6 and the unchanged start time; no invented change of date.

Next step: If learners select Room 2, underline not and ask them to explain what that word changes.

5. Find evidence

Model response: No. The text says the sky was clear when she left. Packing an umbrella does not prove that rain had started.

Look for: A distinction between what the text states and what the reader assumes.

Next step: If a learner says yes only because of the umbrella, ask them to separate a stated fact from a possible explanation.

6. Read an arrangement

Model response: We do not know. The message proposes a meeting; it does not include the other person's reply.

Look for: Recognition that Shall we meet is a suggestion, not evidence that both people have agreed.

Next step: If learners assume agreement, ask them to write a short reply that would confirm it.

Accept other correct responses. One ticket samples one task; it does not establish a learner's overall proficiency. Allow an accessible response format when writing itself is not the objective.

Teacher notes: vocabulary

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7. Borrow or lend?

Model response: Can I borrow your charger for ten minutes? The speaker receives it temporarily.

Look for: Borrow describes receiving; lend describes giving something temporarily.

Next step: If the verbs are confused, reverse the viewpoint: Can you lend me your charger? Keep the same people and object.

8. Late or lately?

Model response: I have been very busy lately. Recently is a suitable replacement.

Look for: Lately means recently here; late concerns an expected or scheduled time.

Next step: If a learner chooses late, compare I arrived late with I have been busy lately. Ask which sentence needs a schedule.

9. Make a decision

Model response: We need to make a decision today. Example: We need to choose a date for our class trip.

Look for: Make a decision plus a plausible second sentence. Many different decisions are possible.

Next step: If the combination is wrong, practise the whole phrase make a decision. If the second sentence is unclear, ask the learner to name two possible choices.

Accept other correct responses. One ticket samples one task; it does not establish a learner's overall proficiency. Allow an accessible response format when writing itself is not the objective.

Teacher notes: functional language

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10. Make a polite request

Model response: Example: Could you turn the music down a little, please?

Look for: The listener can tell what action is requested. Could you, Would you mind and other appropriate forms are possible; do not require the model sentence.

Next step: If the request is too vague, ask what the listener should do. If it sounds abrupt, compare two phrasings in the same setting.

11. Ask for clarification

Model response: Example: What would you like me to bring tomorrow?

Look for: A question about the object, not just an apology or an unrelated question about time.

Next step: If the response is only Sorry?, accept it as a general repair request, then ask for a more specific question about what to bring.

12. Suggest another time

Model response: Example: I have a class at three. Could we meet at four instead?

Look for: The reply explains the problem and offers 4:00. Accept different appropriate wording.

Next step: If the learner only says no, ask them to add an available time. If the meaning is clear, choose only one language point for later feedback.

Accept other correct responses. One ticket samples one task; it does not establish a learner's overall proficiency. Allow an accessible response format when writing itself is not the objective.